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ABSTRACT

This document focuses on Texas' 26 regional consortia that coordinate the delivery of services between secondary school districts and two-year colleges. It examines the professed effectiveness of these consortia by using a perception survey given to Texas Tech Prep consortia directors, community college technical administrators, and secondary technical program directors. The survey includes a section in which the respondents rate the success of the State's Tech Prep initiative on a scale of 1-5 (5 being the best and 1 the worst) as well as an open-ended question section. The response rate was 73% for the consortium directors, 56% for the postsecondary technical administrators, and 40% for the secondary technical administrators. The survey was divided into seven major areas: Purpose, governance/leadership, communication, participation, and student success in addition to the direct responses of the Tech Prep directors. Based upon the survey results, the document concludes that the Tech Prep initiative has been effective in areas, such as career development, student opportunity, partner participation, flawless career pathways, verbalization, and student success. The article concludes with four suggestions that would create further improvements, including further research on barriers hindering student involvement and the expansion of statewide communication efforts. Contains 7 tables and answers given by each individual respondent to the survey. (JS)

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TEXAS TECH PREP ENVIRONMENTAL SCAN

Texas Tech Prep Environmental Scan of Partner Perceptions: An Assessment of Effectiveness

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Texas Tech Prep Environmental Scan of Partner Perceptions: An Assessment of Effectiveness

ABSTRACT

ED 481 777

Tech Prep is a federal education initiative funded by the Carl D. Perkins Vocational and Technical Education Act initially authorized in 1990 then reauthorized in 1998. Texas HB 2401 subsequently established the parameters for the operation of Tech Prep in Texas. Texas has twenty-six regional consortia that coordinate the delivery of services between secondary school districts and two-year colleges under the leadership of consortium directors. This paper examines the perceived effectiveness of these consortia based upon a perception survey administered to Texas Tech Prep consortia directors, community college technical administrators, and secondary technical program directors.

Rationale

The Carl D. Perkins Vocational and Technical Education Act of 1990 initially funded Tech Prep in 1990. In response to the reauthorization of this federal legislation in 1998 the Texas Legislature passed HB 2401 and established the parameters for the state's Tech Prep initiative. Texas currently has twenty-six Tech Prep consortia that coordinate the delivery of services between secondary school districts and two-year colleges. Federal funds are distributed to the consortia by the Texas Higher Education Coordinating Board in partnership with the Texas Education Agency (TPT, 2003).

Enrollment in Tech Prep programs in the state continues to increase. A review of the statewide statistics indicates that Tech Prep enrollment rose to 125,428 in grades 9-12 for Fall 2002, an increase of 26.5% over a Fall 2001 enrollment of 99,125. Enrollment in content-enhanced Statewide-Articulated career and technology high school courses increased from 26,322 in Fall 2001 to 68,352 in Fall 2002. (TPT, 2003).

Additionally, participation by secondary school districts and two-year colleges has increased. About one-half (831) of the state's 1,672 associate of applied science degree programs now participate in Tech Prep articulation pathways with high school career and technology education programs (TPT, 2003). Over 64% (739 of 1,151) of the state's school districts with regular public high schools offer over 7,000 Tech Prep options for high school students statewide (TEA, 2003). Any operation of this magnitude requires constant examination of procedural methodologies to enhance and improve the delivery of services to students.

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This paper examines member perceptions of effectiveness relative to the Texas Tech Prep initiative as expressed by directors of the Tech Prep Consortia, community college technical education administrators, and secondary technical education administrators for the purpose of providing insight for the improvement of success.

Scope of the assessment

A Tech Prep consortium is a collaboration of secondary and two-year postsecondary educational entities working together in coordination with business and industry to implement Tech Prep programs. Tech Prep consortia are established under the federal Tech Prep Education Act and the Texas Education Code, Chapter 61, Subchapter T (TPT, 2003). There are twenty-six consortia in Texas funded by Carl D. Perkins Tech Prep Education funds. These consortia serve the state's one-thousand-one-hundred-fifty-one (1,151) school districts with regular public high schools, fifty (50) community college districts, and four (4) Texas technical colleges. These twenty-six consortia are responsible for the delivery of services to a state population of 19,651,869 residents living in two-hundred-forty seven (247) counties (THECB, 2003).

Texas Tech Prep supports, promotes, and encourages quality educational programs and innovative delivery systems to maximize the effectiveness of linking secondary and postsecondary education, employers, and communities to ensure a skilled and educated workforce (TPT, 2003). Within this mission Tech Prep consortia are charged with the creation of a long-term strategic plan, maintenance of activities and budgetary expenditures, and the institution of policies designed to ensure that every school district and two-year college in the consortium service area have the opportunity to develop Tech Prep programs.

Literature review

A review of ERIC indicates no existing literature relative to the effectiveness of the Tech Prep initiative within Texas. A more general search of the terms "Tech Prep" and "assessment" identified one article of interest. The article is entitled, "Tech Prep in Texas: An Implementation Strategy" (ERIC Identifier: EJ479902) and is available from the ERIC Document Reproduction Service. It was published in 1994 and provides additional insight into the importance of resource allocation, program access, quality assurance, and building program infrastructure.

Research question

The Tech Prep consortia in Texas include a consortium director and representatives from secondary public schools and postsecondary two-year colleges. The assumption is that the consortium to which these individuals belong should effectively provide opportunities to prepare for employment in jobs that require highly skilled two-year graduates. The research question is poised as follows: "Do directors of the Tech Prep consortia, secondary technical educators, and two-year college technical educators perceive the Texas Tech Prep initiative as effectively meeting its mission?"

Summary of results

Methodology:

A survey instrument to measure partner perceptions was developed by a study design team composed of the following: consortium directors, secondary technical administrators, postsecondary technical administrators, and representatives from the Texas Education Agency and Texas Higher Education Coordinating Board. The team began with the identification of five major areas for which perceived success of the Texas Tech Prep initiative could be measured: purpose, governance, communication, participation, and student success. Individual questions were then developed for each of these five major areas (Tables one through five). Participants were asked to assign a grade of A, B, C, D, or F to indicate their perception of the success of the state's Tech Prep initiative. Each of these scores is translated into a five-point Likert scale with "A" representing "5", "B" representing "4", and so forth. Respondents were given the option of indicating that a question was not applicable if they so chose.

In addition to the question ratings, respondents were asked to provide their opinion for each of the following inquiries: (1) What has been Tech Prep's most successful achievement, (2) What has been Tech Prep's greatest failure, and (3) What one thing could be done to improve the success of Tech Prep.

The survey instrument was administered to each of the twenty-six consortium directors, seventy-one post-secondary technical administrators, and three hundred secondary technical administrators. Response rates are as follows: 73% of the consortium directors, 56% of the postsecondary technical administrators, and 40% of the secondary technical administrators. Overall mean responses for each major success area were calculated for the sum and for each participant classification. Comments were grouped according to subject for each respondent group.

Survey response – purpose:

Responses related to purpose are as follows.

TABLE ONE Purpose

Question	Summary	TP Directors	CC Administrators	ISD Administrators
1. The unique purpose, goals, and objectives of the Tech Prep initiative are widely understood by all consortium partners.	**3.71**	4.32	3.38	3.71

Community college technical administrators scored the question much lower than ISD technical administrators and Tech Prep directors. Comments from the consortium directors indicate some belief that greater participation from community colleges would increase understanding of the purpose and mission of Tech Prep. Public school technical administrators indicate the need for improved communication concerning the goals and purpose of Tech Prep. They also stress the need for broad-based partner buy-in and participation.

Survey response – governance/leadership:

This section of the survey contained five questions to assess the consortium's leadership/governance structure. Responses are as follows.

TABLE TWO Governance/Leadership

Question	Summary	TP Directors	CC Administrators	ISD Administrators
2. The accountability standards of state and federal mandates are clearly articulated to all consortium partners.	**3.67**	4.21	3.68	3.50
3. The consortium's strategic planning process is systematic and broad-based.	**3.71**	4.11	3.58	3.65
4. The consortium fosters a culture of continuous improvement.	**3.86**	4.53	3.56	3.82
5. The consortium possesses the skill set necessary to address unpredicted variables and /or barriers.	**3.68**	4.26	3.41	3.64
6. The consortium's organizational structure enables each partner to effectively meet the unique purpose, goals, and objectives of the Tech Prep initiative.	**3.76**	4.37	3.50	3.71
AREA TOTAL =	**3.74**	**4.30**	**3.55**	**3.66**

Once more community college technical administrators awarded the lowest area score. Several respondents from the community colleges voice the opinion that the organizational structure of Tech Prep should be placed under the supervision of community colleges. The opposite opinion is voiced within the comments of public school technical administrators and is clearly indicative of frustration over articulation

related issues. Consortium directors voice concern regarding community college commitment and involvement in Tech Prep.

Survey response – communication:

Public school technical administrators rated communication lower than did community college technical administrators and consortium directors. Responses are as follows.

TABLE THREE Communication

Question	Summary	TP Directors	CC Administrators	ISD Administrators
7. Consortium partners have access to and are made aware of the strategic vision of the consortium.	**3.82**	4.68	3.76	3.58
8. Open lines of communication are maintained between consortium partners.	**4.11**	4.84	4.15	3.85
9. Consortium partners have access to and are made aware of the operational procedures of the consortium.	**3.81**	4.58	3.88	3.53
10. Consortium partners are provided a forum to effectively address their unique needs and/or concerns.	**3.85**	4.79	3.79	3.60
AREA TOTAL =	**3.90**	**4.72**	**3.90**	**3.64**

The summary score of 3.90 is higher for this area than any other; however, many comments within all three respondent classifications relate to weaknesses in communication between and within consortium partners. Indicated weaknesses related to communication with smaller school districts, the need for counselor information, communication of mission to the public, interaction between public school and post-secondary faculty, establishment of a forum to improve community college commitment and follow through, statewide communication with four-year institutions, and inter-institutional knowledge of Tech Prep within the ranks of superintendents, faculty, and staff. It is interesting to note that the lowest participate classification score in this area was given by public school technical administrators related to consortium partners having access to and being made aware of the operational procedures of the consortium.

Survey response – participation:

The lowest summary score was recorded in the area of participation with public school technical administrators providing an area score of 3.39. Responses are as follows.

TABLE FOUR Participation

Question	Summary	TP Directors	CC Administrators	ISD Administrators
11. The organizational structure of the Tech Prep consortium facilitates consensus building and teamwork.	**3.78**	4.53	3.71	3.59
12. Consortium partners are involved and participate in the decision making process.	**3.63**	4.53	3.76	3.28
13. Consortium partners are involved and participate in the budgetary process.	**3.41**	4.47	3.55	2.94
14. The consortium partners demonstrate an equal commitment to meeting the purpose, goals, and objectives of the Tech Prep initiative.	**3.54**	4.21	3.21	3.52
15. Secondary and post-secondary faculty actively participate in the Tech Prep activities and initiatives.	**3.68**	4.32	3.47	3.60
AREA TOTAL =	**3.61**	**4.41**	**3.54**	**3.39**

It is of note that the lowest participant response was recorded on question thirteen in regard to consortium partner involvement and participation in the budgetary process. Public school technical administrators responded with a score of 2.94. Numerous comments related to funding for local school districts. Participation appears to be a major concern for public school administrators. Perceived weaknesses relating community college involvement and commitment are also significant. Particular concern is voiced relative to honoring of the Tech Prep agreements when students apply for college credit. Additionally, concerns are voiced relative to community college attitudes regarding the credentialing of public school faculty. One observer notes that many public school teachers serve as adjunct faculty at the community colleges and questions the perceived higher standard for curriculum. Public school technical administrators voiced strong approval of the state-wide articulation initiative.

Survey response – student success:

Community college technical administrators rated student success only slightly lower than did public school technical administrators. Responses follow.

TABLE FIVE Student Success

Question	Summary	TP Directors	CC Administrators	ISD Administrators
16. Recruitment efforts are well coordinated among consortium partners.	**3.52**	3.95	3.28	3.50
17. Effective avenues of seamless transition are in place to foster successful student completion.	**3.46**	4.00	3.43	3.31
18. Consortium efforts have made a significant positive contribution towards providing a skilled technical workforce.	**3.63**	4.44	3.23	3.58
AREA TOTAL =	**3.70**	**4.38**	**3.53**	**3.57**

Positive comments relating to student success are included in the comments of all three participant categories. Public school technical administrators and consortium directors praise Tech Prep for providing students with expanded opportunity. Comments among the community college technical administrators question the viability of Tech Prep in light of limited student success and the difficulty of transferring college credits. Commendation is given for successful advocacy and expanded job awareness.

Analysis:

Factor analysis was conducted for each respondent classification to determine underlying issues behind the specific question responses. Examination of question responses for the public school technical administrators yielded only one underlying factor with all factor loadings demonstrating practical importance. The assumption can be made that the public school technical administrators are providing a general overview of their perception of Tech Prep.

Analysis of responses for community college technical administrators indicates two distinct underlying factors as established in the following table.

TABLE SIX Responses for community college technical administrators

Factors or clusters

Variables	I	II	h^2
Q1 – Purpose, goals, and objectives	.70*	.25	.55
Q2 – State and federal mandates	.50*	.73*	.78
Q3 – Strategic planning	.77*	.36	.72
Q4 – Continuous improvement	.81*	.47*	.87
Q5 – Possesses skill set	.65*	.54*	.71
Q6 – Organization structure meets purpose	.72*	.62*	.90
Q7 – Access to strategic vision	.55*	.76*	.88
Q8 – Open lines of communication	.59*	.65*	.77
Q9 – Aware of operational procedures	.72*	.54*	.80
Q10 – Forum to address needs/concerns	.77*	.54*	.89
Q11 – Structure promotes teamwork	.73*	.57*	.85
Variables (cont.)	I	II	h^2
Q12 – Partners involved in decision making	.72*	.63*	.93
Q13 – Participate in budgetary process	.82*	.38	.82
Q14 – Demonstrate equal commitment	.79*	.23	.67
Q15 – Partner faculty equally participate	.67*	.47*	.66
Q16 – Recruitment well coordinated	.70*	.65*	.91
Q17 – Effective avenues of transition	.34	.89*	.91
Q18 – Contribution towards workforce	.26	.92*	.90
Eigenvalue	8.14	6.38	14.52
% Variance	45.20	35.45	80.65

Extraction Method: Principal Component Analysis
Rotation Method: Varimax with Kaiser Normalization
Note: * marks variables used in making substantive interpretations of clusters.
I: Overall perception of partner knowledge and involvement
II: Overall Partner Performance

While factor one appears to be a general perception of partner knowledge and involvement, factor two is of some interest in regard to the areas that are not included. Community college technical educators did not include an understanding of the purpose, goals and objectives of Tech Prep, nor did they include comprehensive strategic planning, partner participation in the budgetary process, or equal commitment from consortium partners. This factor appears to consider overall performance without focusing on the individual involvement and participation by all consortium members.

Perhaps the most intriguing analysis occurs regarding the responses of Tech Prep directors which indicate four underlying factors determining survey scores. Table Seven outlines four clusters for this participant category: (1) perception of partner commitment, (2) perception of partner participation, (3) management structure and (4) planning. These cluster groupings indicate multiple concerns shaping the survey responses provided by Tech Prep directors.

TABLE SEVEN Responses of Tech Prep directors

Factors or clusters

Variables	I	II	III	IV	h^2
Q1 – Purpose, goals, and objectives	.06	.85*	.25	.21	.83
Q2 – State and federal mandates	.77*	.48*	.12	.00	.84
Q3 – Strategic planning	.82*	.09	-.08	.41*	.85
Q4 – Continuous improvement	.59*	.35	.48*	.12	.71
Q5 – Possesses skill set	.57*	.50*	.25	.45*	..83
Q6 – Organization structure meets purpose	.37	.33	-.02	.79*	.87
Q7 – Access to strategic vision	.30	.17	.24	.74	.72
Q8 – Open lines of communication	.15	-.01	.90*	-.01	.84
Q9 – Aware of operational procedures	.16	.47*	.61*	.45*	.82
Q10 – Forum to address needs/concerns	-.27	.05	.48*	.75*	.83
Q11 – Structure promotes teamwork	.36	.18	.75*	.41*	.89
Q12 – Partners involved in decision making	.09	.50*	.71*	.28	.83
Q13 – Participate in budgetary process	.33	.55*	.57*	.23	.78
Q14 – Demonstrate equal commitment	.51*	.36	.24	.49*	.68
Q15 – Partner faculty equally participate	.80*	-.01	.42*	.14	.83

Q16 – Recruitment well coordinated	.26	.77*	-.09	.47*	.89
Q17 – Effective avenues of transition	.41*	.80*	.19	.06	.85
Q18 – Contribution towards workforce	.72*	.54*	.27	.00	.88
Eigenvalue	4.18	3.92	3.55	3.13	14.78
% Variance	23.20	21.77	19.71	17.40	82.07

Extraction Method: Principal Component Analysis
Rotation Method: Varimax with Kaiser Normalization
Note: * marks variables used in making substantive interpretations of clusters.
I: Perception of Partner Commitment
II: Perception of Partner Participation
III: Management Structure
IV: Planning

The presence of four underlying factors is indicative that Tech Prep directors perceive broad issues related to the success of the Tech Prep initiative. Commitment to the process is highlighted in the component comments particularly in the honoring and awarding of Tech Prep credit at the community college level. Participation issues arise within the public school sector with concern for the involvement of smaller school districts. Management structure is an inherent issue within any consortial relationship. Issues related to planning can easily be presented as the most imperative concern for the future success of Tech Prep.

Conclusions

Based on the evidence provided through the initial comparison of survey data, participant comments, and factor analysis, Tech Prep in Texas has substantial achievements to its credit including accomplishments such as career development, student opportunity, partner participation, seamless career pathways, articulation, and student success. As with any effort, opportunity for further enhancement and improvement is also available.

Policy considerations

The importance of an adequate and highly skilled technical workforce cannot be overstated. Texas business and industry must have such a workforce to compete in today's global economy. Tech Prep is one important avenue through which such a workforce is recruited, trained, and developed. The following list of policy considerations are by no means intended to imply that Tech Prep in Texas is a broken process. Instead, they are suggested enhancements to an already viable and effective process. Based on the aforementioned findings, the following policy considerations are suggested.

1. The management structure of Tech Prep should be examined to enhance participation at the post-secondary level. Perceptions among some public school technical administrators and consortium directors indicate that community colleges could play a larger and more consistent role in Tech Prep. Indeed, careers pathways reaching beyond the secondary education level are essential components for future success of the initiative.

2. Methodologies should be developed to more adequately involve small school districts with Tech Prep. Further research is needed to examine barriers hindering such involvement.

3. Statewide articulation efforts should be continued and expanded. Public school technical administrators indicate that successful articulation is essential if the Tech Prep initiative is to accomplish its purpose, goals and objectives. Failure to honor Tech Prep articulation agreements cannot be tolerated. Students deserve every commitment to provide seamless and effective career pathways with minimal obstacles to hinder success.

4. Efforts must be continued to ensure that planning and evaluation for the improvement of effectiveness remain crucial expectations for the Tech Prep management structure. Equal and consistent involvement of all partners in these activities must be guaranteed.

5. Further research should be conducted to examine potential inclusion of four-year institutions in future Tech Prep initiatives.

Texas Tech Prep
Public Schools

What has been Tech-Prep's most successful achievement?

Articulation:

My failing grade for our local consortium doesn't mean I have a failing grade for all. Many consortiums in Texas do an outstanding job. The statewide articulation program is the greatest tech prep statewide program

Articulation with colleges

Statewide articulation of CATE courses to community colleges is very high

Credit transfer to college

Provide online registration for students and create a database of students and the articulated course they have completed

Bridging the gap from high school to community college

The awarding of college credit to high school students

Simply the opportunity for students to earn articulated credits for high school coursework

Articulation agreements spread over more than one institution as in the past

Articulated credit

State articulation list posted on Internet

For us, it has been the opportunity for our student to receive tech prep credit for courses, ie earn college credit while in high school, also providing of grant money to be used by the LEA

The most successful achievement has been the statewide articulation process. Some type of standardization is needed. However, tech prep emphasizes that statewide articulation is not related to the tech prep program. The entire concept of tech prep is extremely confusing

Funding:

Provide the funds for local districts

From my personal perspectives tech prep has helped me move my outdated computer lab into the 21st century

Appropriate funding that allows students to accomplish teacher training for various needs is very commendable

Grant monies availability

Giving monetary aid to all districts involved

Sub grants help me the most

Grant to purchase bridges license

Linkages:

Correlation between colleges and high schools

Bring districts together

Opportunity:

An offering of a variety of programs

Provide alternative avenues for college credit

Teach students skills they will use on the job

Providing students the opportunity to learn about careers pathways and local initiatives

Job shadowing

The job shadow day

Helping high school students focus on post secondary preparation for the world of work

Preparing students for the workforce

Mountain View's tech prep academy has made a huge impact doing a great job

Preparing students for the workforce and tying classroom skills to that end

Giving students an option for their future

Professional Development:

Teacher training

Tracking:

The continued and improved effort to identify and notify students about the tech prep credit they have earned.

Provide online registration for students and create a database of students and the articulated course they have completed

What has been Tech-Prep's greatest failure?

Articulation:

Statewide-articulated courses are not mandated on degree plan

Added exams to agreement

Not honoring agreement when student graduates

Students have to come back to the high school and get a copy of the articulation agreement and DCCCD has made copies of every agreement but they have no record of a students form

For students interested in tech prep to stop having to actually sign a letter of intent

Suggest loss of funds if courses are not articulated

Duplication of efforts/services in requiring students to take exams at college as part of the petition for credit. Why not accept the B or better for the articulated course at high school level rather than students to jump through another hoop

Took too much to get college faculty to meet with secondary staff to prepare articulation

The misunderstanding between courses that will articulate at Howard College and those on the statewide articulation there seems to be some disagreement. This seems to be changing from year to year

Articulation:

Working to help standardized credits (statewide articulation) then coming back an stating that local articulation agreements must still be developed. The community colleges are putting up road blocks to our students everywhere there is an attempt to streamline the process

Communication Between Partners:

No communication with the small schools

Development of clear standards to superintendents/push needed there to develop district policies

Need a knowledge source for counselors to get more involved

No statewide coordination between tech prep schools much less with major universities

If the state & national legislators understood how it all works our Perkins money would not be in jeopardy. My counselor is my biggest enemy. He sees tech prep as 3rd rate. Wants everyone to go to Rice not to work thru tech prep

Being involved in this district

Not enough communication

Lack of communication

Does not work well with small school districts

To apparently not work well with 4-year institutions

Tech prep as well as all career and technology education initiatives must get the support and backing of prominent businesses. This support must be known statewide and school superintendents must buy into the tech prep goals and objectives for all students, not just the students that are perceived to be non-college bound.

Communication of Mission:

What is the tech prep purpose?
Who
What
When and where

General understanding of its goals and purpose

Communication of Mission (Cont.):

Failure to work with public (parents and students) to educate the concerning tech prep

Marketing efforts

No one is sure how tech prep operates

Advertising of specifics of tech prep

Selling its positive contributions to high school administrators & superintendents

Getting the word out to parents

Curriculum:

Trying to always be current in curriculum changes and course changes

Follow Through:

Students don't seem to get much help where they go to college

Students should not be responsible for informing the college of hrs available
They are to intimidated by the whole process

Follow up on students after HS graduation

Record keeping/organization

High school students not taking advantage of tech prep credit when enrolling in college

Funding:

Endowment to help in grades k-6

Funding of projects

None:

What I have seen in my 2 yrs of affiliation is a continued improvement of service to the students and teachers. I cannot name a failure

Tech prep has not been a failure in any initiative

Professional Development:

Providing more training for classroom teachers to ensure that the transition from class to work related skills is smoother

Retention of Personnel:

Retaining qualified people and programs

What one thing could be done to improve the success of Tech-Prep?

Articulation:

Better statewide articulation

Require TEA to mandate career exploration course in 8th or 9th grade because so many students are clueless regarding selecting majors. Requiring 4 year plans is tough, 6 yr plans are much more difficult students are hesitant to commit. Also its questionable whether 4-year colleges will accept articulated credits. That needs to be a given.

Come up with a final decision of the HS courses that are on the statewide articulate so that all community junior colleges are required to follow. Try to get articulation agreements with the 4 yr universities specifically Angelo Stare University

Have 4-year college/universities added to the course crosswalk

Expansion:

To get the agricultural sciences more involved

Funding:

Funding

Keep Perkins funds flowing to the program

Continue funding & current support

Funding to help implement needed courses & technology updates

Spend funds locally that are spent on non-essentials at the conference

Implementation:

Make the process easier for school districts to participate. Too much paperwork, small school districts have a variety of programs to work with. Tech prep is a good concept but implementation is a problem.

Improved Communication:

More communication and coordination

More face time between TP partners and superintendents

More communication

Junior colleges being unaware of tech prep students when they enroll in colleges and counseling with them

More effective communication with consortium/students

Coordinate times for meeting secondary at our campuses
Difficult to release secondary staff from instruction
Distance of my school district to meeting is 60 miles

The colleges, community colleges, say they have a higher standard for curriculum and instructors. They are using our high school teachers as adjunct teachers/professors. This makes no sense. Everyone is out for the money and not what is best for students. This program will never work as long as the community colleges drive the process. We are making to certifications and online degrees. If local college won't help we will do the work ourselves.

Marketing:

Continued improvement of identifying and encouraging students to take advantage of tech prep students

School based meetings (to let the students know what tech prep is about)

More publicity

More informational materials for teachers, students, parents and businesses

Provide PSA's to inform parents, community about tech prep

Opportunity:

Work on projects that will provide associates degrees to our students while they are still in high school. By-pass the community college if they insist on making credit awards for students more and more different.

Professional Development:

More onsite training of teachers trying to coordinate curriculum

More short videos to be used for students, parents, and clubs in community

More training and awareness from administration to classroom

Standardization:

A more consistent effort in all consortiums across the state

All community college districts on the same page a participation in the statewide articulation

Maybe put someone in charge

Nationwide or statewide system

All colleges follow same statewide procedures accept the agreed upon hours

Continuity at all schools

Support:

Support from elected officials on how this fits into education plan for all students

Backing from TBEC

Texas Tech Prep
Community Colleges

What has been Tech-Prep's most successful achievement?

Positive Statements:

Advocacy:

Constant and effective advocacy for quality technical education K-16
Effort is burden by state for federal cookie cutter approach to partnership design and development

Changing public perception of career education to include college level training

Articulation:

Articulated credit from H.S. to CC

Articulation between secondary & post secondary institutions and the avenue to help students in meeting their goals

Articulation of individual courses- not full program

Job Awareness:

Job awareness among students in the SPC service area
Relationships among high school faculty and counselors and college faculty

Providing high school students with information about skilled jobs in technical workforce

Job shadowing

Linkages:

Providing an avenue for secondary & post secondary faculty to work together on curriculum

Creating a dialog between H.S. & 2 yr colleges

Linking secondary programs with post-secondary programs

Communication between secondary and post-secondary faculty

Linkages (Cont):

Has brought secondary and post-secondary faculty together as never before. A greater understanding of the accomplishments and difficulties of each entity increased mutual respect. Students and taxpayers now benefiting from the tech prep program

Recruitment:

A forum has been providing for us to reach out to our secondary schools & recruit technical students and we have a better communication process w/high schoolteachers and staff

Allowing high school students the opportunity to further their education while saving the student money

Negative Statements:

The perpetration that it has accomplished anything

I am not aware of any achievements in Northeast Texas that can be attributed to the Tech Prep Consortium. Hopefully congress will eliminate the Tech Prep line item as it reviews Perkins.

What has been Tech-Prep's greatest failure?

Articulation:

Smooth articulation of "credit" and identification system for college to catch these students early in enrollment process

Follow Through:

Secondary schools linking graduation of vocational students with certain programs

Money! Tech prep students do not follow through with their chosen discipline when they enroll at the college they become academic students therefore can't be counted as tech prep students in our technical program areas.

Tech Prep high school students not continuing their "field of study" when they enroll in college

Failure to get high school students to claim their TP credit

Attract high school students to participate and complete curriculum

Getting students to identify themselves as tech prep for credit transfer and encouraging them to declare a major

Funding – Allocation & Utilization:

Seamless designs are limited by the heavy administrative structure and the legislation itself. More funding directly to local partnership and the freedom to innovate within some board parameters could have better results

I feel that too much money is wasted on administrative personnel at the consortium level

Appropriate allocation of $ for projects at individual ISD's

Promotion:

Changing the negative mindset toward "vocational education"

Loss of status in comparison to dual credit and statewide-articulated program (SWAP)

Promotion of partnership between H.S. and college and strengthening articulation process, Greater focus within H.S. of technical education

Students and parents are not capable of making career decisions

Viability:

As practiced in TX, it is not true Tech Prep public schools do not insure students meet the true rigorous requirements on TP. There is nothing in it for students or employees.

The fact that millions of dollars have been spent on this effort & we are no closer to educational opportunities for students than we were in 1990

The failure to technical careers and technology education.

Group of elective courses in the high schools used to represent careers pathways. In reality workforce education is an elective

Not enough high schools and colleges are participating in the process

The difficulty in transferring the credits to universities

What one thing could be done to improve the success of Tech-Prep?

Funding:

Fix funding issues to encourage Tech Prep dual credit

Eliminate the consortia. It is a administrative waste of funds, too much money on window dressing not enough for direct use of programs

More funding for post-secondary

Perhaps a funding mechanism such as a tech prep scholarship could be awarded to students who continue to pursue their technical program area at the college level

Stop spending the $$

Eliminate the budget for this effort & have the community colleges form consortia for their perspective districts and stop spending the money on secondary school efforts

Take the consortium money and give it to the individual college to use on a basis similar to Perkins where in college are funded based on the number of tech prep technical students

Provide a funding incentive to schools and colleges that seriously participate in the tech prep initiative

Leadership:

More leadership and support by the director and staff

Better communication/ marketing

Organizational structure of TP should fit under supervision of community colleges

Better management

Marketing:

Program needs to be attractive

Marketing the program to let students know its there

Tracking:

Solve identification issue

Improve careers and technology in high schools fewer courses are available

Identify teachers to follow-up and follow-through on students in tech prep programs, also recruit and talk to parents of students who can benefit most by participating
Have more students participate in tech prep programs on the college level

Now that a student transcript will note tech prep courses, students and college registrars need to be encouraged to use that information

Texas Tech Prep
Consortium Directors

What has been Tech-Prep's most successful achievement?

Career Development:

Career development for student's focus & college credit

Awareness of CITE education opportunities

Articulated credit

Career exploration

Career guidance earlier for students assists in recruitment & retention for colleges

Linkages:

Continuous communication between ISD and CC partners

Relationships between secondary and post-secondary faculty

We have raised the level of career & technology education at the secondary level, in addition we have created a partnership between ISD and community colleges

Building relationships/partnerships between secondary and post secondary staff improved communication to students

Building partnerships with business, ISD's , PSI's & CBO's

Our consortium is great: with great leadership from our director and assistant director. The state should use our region as a model on how to do things correctly. We need TP and the current structure of it is set up. The consortium structure allows the process to be equal with all partners

Marketing:

Continuous efforts to promote the program statewide

Increased awareness of technical programs & the benefits

At the local level in my region, education reform tied to high skill, high-wage occupation and assistance in removing the stigma that traditionally attaches to technical education

Opportunity:

The paths of seamless transition in order to reach the middle majority that has resulted in documented lower drop out rate for TP, and HS students in college

It has increased awareness in students
Giving all students the opportunity to pursue post-secondary education not just the brightest and best, taking college level courses in high school helps here

Giving students an option to obtain higher education

Tech Prep's success has centered around the ability of students to earn college credit while in high school and at the same time learn a marketable skill for their future. The credit the students earn costs them or their parents no tuition, building fees, or book charges. Tech prep saves students and parents time on achieving a degree. Tech Prep bridges the gap from high school to community college. Tech Prep is taught a rigorous level and is based on the recommended plan. Tech Prep offers students shadowing opportunities and career information.

Encouraging students that have never considered going to college that they can be successful

Helping students and providing opportunities to become successful

Professional Development:

Regional Conferences, Career days, educator externships, business and industry involvement, Internet building in all sectors of business for students

Professional development for teachers

What has been Tech-Prep's greatest failure?

Articulation:

Standardized way to translate students from the secondary coherent sequences of the program to the post-secondary programs, common complete pictures of active TP students at the post-secondary level.

Participation:

Not being able to get 100% partnership for SWAP.

The number of "identified" students who enter community college technical programs is lower than anticipated

Participation (Cont):

Tech prep's greatest failure is lack of support from the community colleges

Creating of a relationship with a shared common goal

In ability to successfully transition tech prep courses/degrees to 4 year institutions

Public Perception:

Failure to assist educators and parents to see and fully comprehend the benefits of tech prep, our culture of education still mean 4-yr college when college degrees are discussed

Because of turnover in staff at all levels keeping people knowledgeable about what tech prep is particularly counselors

Getting "old time" school administrators, counselors and teachers to re-visit the CITE educational opportunities & realize it is not their "vocational" programs that were in place when they started in education

At the local level marketing is our weakest area, although we do feel good about our progress

Standardization:

26 different consortia many having different guidelines causing inconsistency in guidelines/ services to students

Consistency among consortia

Tracking:

The confusion associated with the implementation of SWAP. The use on TP on the high school transcripts for SWAP rather than TP courses

Ability to identify and track TP students

Follow-up measures to record TP success especially at the community college level. Success should not be measured simply with numbers of tuition free credit awarded

Tracking students during and after post secondary education

What one thing could be done to improve the success of Tech-Prep?

Funding:

More financial support to conduct more TP marketing and recruitment.

Offer a financial incentive to colleges to identify tech prep students who arrive at their college and to encourage the selection of technical majors

More funding

Increased funding would benefit all of this greatly

National: Feds should be using Texas as a model rather than recommending elimination of Perkins.

Marketing:

More marketing to students & parents

Tech Prep needs to make counselors more aware of the benefits and communicate more to academic teachers the benefits. Tech Prep needs more statewide marketing.

Participation:

Greater support from community colleges of tech prep recruitment and retention efforts and less fear by college faculty of involvement

Bring the academic side of education into a better working relationship with technical and working force educators our clients are the same the students

Expand further into low-income socio-economic students/parents

The one thing that would benefit Tech Prep most is for the community colleges, which it is set up to benefit, to use Tech Prep more and support it.

Professional Development:

Being more helpful to new directors.

Tracking:

Better THECB process of counting all TP students not just those in the "declared majors" categories.

Consistent and similar systems for identifying and tracking students among all of the community colleges

Continuous monitoring by state of consortia struggling

The identification of Tech Prep students on the community college campus

Get the registrar on board

More student's efforts to partner with 4-year institutions also some kind of program to reach more students & a statewide tracking system.

State Level: Strengthening consortia that are not succeeding in making a difference. Also, the states need a clear definition of the purpose of the initiative, and TEA/THECB need to create a statewide system that automates transitions so that students do not have to self-identify.

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